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ABSTRACT

The bulletin describes the function of the Southern Association of Colleges and Schools and gives suggestions to member schools and others seeking membership, as to the standards required for proper evaluation of their programs. The procedures necessary for accreditation are detailed and the responsibilities of member schools in maintaining their memberships are defined. Suggestions are given to assist the schools in planning, organizing, and interpreting evaluation results and for establishing the various committees necessary to carry out the different functions. The functions of the various committees are also specified. The standards of the Commission on Secondary Schools are described in greater detail in TM 000 113. (LR)

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GUIDE TO THE EVALUATION AND ACCREDITATION OF SECONDARY SCHOOLS

Commission on Secondary Schools
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

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GUIDE TO THE EVALUATION AND ACCREDITATION OF SECONDARY SCHOOLS

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1969

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PREFACE

This bulletin offers suggestions for member secondary schools, as well as those seeking membership in the Southern Association in meeting the standard requiring adequate programs of evaluation.

It is recognized that this is not a complete handbook on evaluation. This process is so intimately affected by the characteristics of a particular school that it is impossible to cover all aspects. These details must be developed by cooperative planning between local officials, the State Committee of the Commission on Secondary Schools and your consultant.

It is hoped that this bulletin will provide the broad framework around which an educationally profitable activity can be developed.

I

The Southern Association of Colleges and Schools and the Accreditation of Secondary Schools

The Southern Association of Colleges and Schools is one of the six regional associations which accredit the schools and colleges of the United States and American schools abroad. Founded in 1895, its territory embraces the states of Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. By agreement with the other associations, it also accredits American schools in Latin America except for those in the Panama Canal Zone.

The Association functions through a number of standing committees such as the Board of Trustees, the Commission on Secondary Schools, the Commission on Colleges, and the Commission on Elementary Schools. Many actions of these bodies are subject to review by the membership at the annual business meeting of the Association. The Commissions, along with their respective Delegate Assemblies, have direct responsibility for accreditation.

The Commission on Secondary Schools, the oldest of the Commissions, was authorized by the Association at its annual meeting in 1911 and was formally organized in 1912. At the time the Commission was established, thirty-seven secondary schools were members of the Association. Of these, five were public schools and thirty-two private as contrasted to the 2,853 public and 280 private secondary schools accredited for the year 1968-69.

Members of the Commission are elected from representatives of member institutions for a term of three years and may succeed themselves for one additional term. The individual in each of the eleven state departments of education primarily responsible for supervision of secondary education always is an *ex officio* member of the Commission and not subject to this limitation on continuous service. Two of the other Commission members from each state must be selected from higher institutions and three from member secondary schools. Of these latter, one must represent private secondary schools. In addition, each State Committee may include several members-at-large on the basis of one for each one hundred member secondary schools.

The Commission has its own executive committee, called the Administrative Council, and nine standing committees. These are the Standards

Committee, the Central Reviewing Committee for Private Secondary Schools, the Central Reviewing Committee for Public Secondary Schools, the Committee on Latin American Relations, the Program Committee, the Advisory Committee, the Appeals Committee, the Committee on Policies, and the Committee on Financial Procedures.

Special committees are established as needed. Officers of the Commission consist of a chairman, vice chairman, immediate past chairman, and executive secretary. The executive secretary and his staff are members of the central office professional group while the other officers are elected annually from Commission membership.

The Constitution of the Association not only charges the Commission with the responsibility of developing a list of accredited secondary schools but authorizes it to prepare a statement of standards to be met by all member secondary schools and to prepare all necessary reporting forms and certificates of membership. The preparation of standards and of reporting forms is the major responsibility of the Committee on Standards.

The members of the Commission on Secondary Schools within a state constitute the State Committee. The State Committees, as agents of the Commission, are responsible for making decisions and recommendations relative to the standing of member schools. The Chairman of each State Committee is the official agent of communication between the secondary schools of his state and the Commission. State Committees also have responsibility for reviewing annual reports and making recommendations concerning the status of each member school, holding conferences, visitation and inspection, and other activities which will benefit members.

In order for a secondary school to receive the recommendation of the State Committee that it be accredited or that it continue in membership, it must go through a process of self-evaluation, if an applying school, and of periodic re-evaluation as a member school in accordance with the procedures outlined in this bulletin. The actions and recommendations of the State Committee are not final, of course, but they do carry great weight since it is recognized that these committees are in a much better position than any other group within the Association to judge the situation with respect to schools within their own state.

State Committees may recommend that applying schools be accredited or that accreditation be denied such schools if they fail to meet the standards. Member schools must apply for accreditation annually and State Committees then may recommend them for accreditation, warn them of major deficiencies, advise them of minor deficiencies, place them on probation, or recommend that they be dropped.

Recommendations of the State Committees are subject to review by the Central Reviewing Committees, by the Commission, and by the School

Delegate Assembly. The two Central Reviewing Committees each are composed of eleven members of the Commission. While each takes action separately on the schools within its own category, joint sessions are held while State Committees submit their reports, appeals are made, or general business is being considered. Decisions made by the Central Reviewing Committees, in turn, are reviewed by the Commission as a whole in its annual session and by the School Delegate Assembly.

Every school should be striving to improve. Recognition of its strong and weak aspects is the first step to such improvement. One of the chief values of membership in the Southern Association is the stimulation toward constant and effective evaluation and the cooperative assistance available to achieve better programs. This is based upon a standard requiring a complete evaluation of new member schools and a thorough reevaluation of all members.

Any school, therefore, which has been accredited by the Commission and approved for membership in the Association has been carefully screened at five stages. It has conducted a self-evaluation and been observed by a Visiting Committee. The results of this evaluation and visitation have been examined critically by the members of the State Committee and the recommendations of that committee have been gone into carefully by the appropriate Reviewing Committee. The actions of the Central Reviewing Committee then have been subject to review by the Commission and by the School Delegate Assembly. Schools which have failed to achieve accreditation or which are faced with the possibility of losing accreditation have the privilege of a hearing at any of these stages.

II

Steps in Becoming a Member of the Southern Association of Colleges and Schools and the Responsibilities of Member Schools in Maintaining Membership

Membership in the Southern Association of Colleges and Schools makes possible the identification and recognition of good institutions and encourages continuous improvement. Such membership affords a school the opportunity of cooperating with other secondary schools, both public and private, and with colleges and elementary schools in working toward the improvement of the total educational program in the region.

A number of well-defined procedures have been established by the Commission on Secondary Schools of the Association in order for a secondary school to become accredited. First among these steps is that of making known to the State Chairman that there is an interest in becoming a member of the Southern Association. From this office, specific suggestions relative to the necessary procedures can be secured. These steps include:

A. The school should be recognized locally and in the state as a good school.

B. The governing board, superintendent, principal, and faculty should have indicated a desire for the school to become a member after having clearly understood the standards and having expressed a willingness to meet these standards. (Refer to the chairman or secretary of the State Committee.*)

At this point, a resolution should be adopted by the governing board authorizing the school to take the necessary steps involved in becoming a member.

C. The current edition of the *Evaluative Criteria* applicable for this school** should be used to conduct a school-wide evaluation in order to determine present status and to develop a program for continuous improvement. The chairman of the State Committee should be apprised of plans for this self-study and should be consulted throughout the evaluation.

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*The term State Committee means the State Committee of the Commission on Secondary Schools of the Southern Association.

**The *Evaluative Criteria* for senior high schools, *Evaluative Criteria for Junior High Schools.*

1. It is recommended that a full school year should be devoted to such a study.
2. In making this self-evaluation, the quality of feeder schools as well as the secondary school should be considered.

D. Arrangements should be made through the State Committee for a review of this evaluation by a visiting committee.

E. A representative of the school (usually the principal but frequently also the superintendent) should plan to attend the Association's annual meeting in order to:

1. Be in a position to answer questions when the school's application is being reviewed.
2. Be introduced to the Association.
3. Learn more about the purposes of the Association.
4. Develop an appreciation of the responsibilities of being a principal of a member school.
5. Share in continuing the leadership role of the Association.

F. Begin work immediately with the faculty and lay persons in the community on improvements to be made during the current year and reported in the next application.

Schools also have responsibilities for continuing membership. These responsibilities include:

A. Working toward continuous improvement and progress by:

1. Making use of the personnel, standards, and policies of the Association as resources to assist in achieving school improvement.
2. Following up the initial evaluation with action research, responsible experimentation, and continuous evaluation.

B. Preparing and submitting annual application according to instructions given by the State Committee.

C. Cooperating with other member schools by encouraging staff members to serve on evaluation committees to a reasonable extent and as requested.

D. Explaining to non-member schools the benefits of membership, standards of the Association, and steps to be taken in order to gain membership.

E. Attending regularly and participating actively in annual meetings of the Association and other meetings or conferences sponsored by the Association or the State Committee.

F. Sharing ideas with the State Committee concerning changes in standards and policies or any other pertinent matters which would promote educational progress in the region.

III

The Initial School Evaluation

To become a member of the Southern Association of Colleges and Schools and to maintain that membership, secondary schools are required to carry out an evaluation of the total school program initially and periodically. The major purposes of the initial evaluation are to determine status and to provide a basis for further school improvement. This evaluation is one of several procedures designed to insure continuous improvement in schools which are members of the Association. Its purposes could be stated to be:

1. To study the status of the school through careful research.
2. To evaluate the status so determined through use of the latest edition of the *Evaluative Criteria*.
3. To identify areas in the school program which may be considered as strengths.
4. To identify the areas of the school program that should be improved.
5. Set up faculty committees and make plans for the follow-up after evaluation is completed.

The initial evaluation is only one step in the school improvement program required of members of the Southern Association. Before the evaluation is completed, the staff of the school should begin to prepare plans for improving the areas which the evaluation identifies as needing improvement. The activities designed to bring about such improvement could and should be started before the evaluation is finished. Some improvement projects could be completed while the school is conducting its evaluation.

SUGGESTIONS FOR CONDUCTING THE INITIAL EVALUATION

I. *Suggestions for Developing an Understanding of the Initial Evaluation*

A. The superintendent, principal, and other administrative officers should familiarize themselves with the nature of the initial evaluation, its purposes, general procedures, the time involved and the cost. This can be done best by reviewing the literature. talking to school administrators who have recently completed a

school evaluation, talking with state department members, and with the Chairman of the State Committee.

B. The school board should be informed about, and understand the purposes of an evaluation, the cost, and the amount of staff time required. Before the school becomes involved in an initial evaluation for the purpose of seeking accreditation by the Southern Association of Colleges and Schools, the school administrators should receive official authorization from the school board and this authorization should be recorded in the minutes of the board meeting.

C. During the preparation period, the administrative staff should have on hand all materials that deal directly with a school evaluation. Among the materials should be copies of the *Evaluative Criteria* (latest edition), or in case of junior high schools, the *Evaluative Criteria for Junior High Schools.* These publications may be ordered from the National Study of Secondary School Evaluation, 1785 Massachusetts Avenue, N. W., Washington, D. C. 20036.

D. After the members of the administrative staff have thoroughly familiarized themselves with what an evaluation is, they then should begin to orient the faculty, the patrons of the school, and the pupils as to the purposes and possible outcomes of an evaluation. This should be done well in advance of the beginning of the evaluation.

E. In order to acquaint the faculty with what an evaluation consists of and the values to be derived from it, the principal might well do the following:
   1. Encourage the faculty to read literature about evaluations.
   2. Have a committee visit a school that has recently completed an evaluation.
   3. Invite a principal from a school that has completed an evaluation to talk to the faculty, parents, and students.
   4. Invite a member of the State Department of Education or a member of the State Committee of the Commission on Secondary Schools to come and talk to the faculty, parents, and students.
   5. Secure help from colleges in acquainting faculty, parents, and students with an evaluation.

F. The success of an evaluation is often determined by the amount of preparation that an administrative staff and the faculty make for the evaluation. Therefore, a full year in getting ready is time well spent. In the spring of the school year preceding the

year in which the evaluation is to be made, the principal or superintendent of the school should contact the chairman of the State Committee of the Commission on Secondary Schools. This is especially necessary if the school conducting the evaluation expects to have a visiting committee any time during the following year. Also, the chairman of the State Committee will want to keep in touch with the school as it goes through the evaluation program. If the principal or superintendent does not know who the chairman of the State Committee is, then he should write the Commission on Secondary Schools of the Southern Association of Colleges and Schools.

G. After all groups concerned are convinced of the need of the evaluation, then the administration should see that suitable materials and an adequate professional library are available. The following materials will be needed:
   1. Three bound copies of the *Evaluative Criteria.*
   2. Three unbound copies of the *Evaluative Criteria.*
   3. A copy of Section 10 for each staff member.
   4. Each member of the staff should have a copy of that section of the *Evaluative Criteria* with which he is concerned in committee work. This means that if the major area committees are to have about ten people on each then there should be ten copies of each major area. The same is true of the minor areas.

H. This procedure is summarized in the following suggested sequence of events:
   1. The school administration becomes familiar with the advantages and procedures of the initial evaluation, secures school board authorization, and enlists the support of teachers, patrons, and pupils.
   2. The school administration writes the State Chairman of the intent of the staff to conduct the initial evaluation and orders necessary materials.
   3. The school administration activates the two preliminary committees (See D below.)

II. *Suggestions for Planning and Organizing for the Evaluation*

A. After it has been definitely decided that the evaluation will be conducted, and the State Committee has been so notified, one of the first steps to be taken by the school is the selection or appointment of a planning or steering committee. This committee should be very carefully selected and should be so constituted that every phase of the school program is represented. Some

schools have found it very valuable to include one or two parents and one or two students on this steering or planning committee. The size of this committee will vary according to the size of the school to be evaluated. A good working number for this type of committee would vary from eight to sixteen members.

B. The steering committee usually assumes most of the following functions:
   1. Keeping in the minds of everyone that *the major purpose of an evaluation is to bring about an improvement in the school.*
   2. Organizing all committees and guiding the actual work of these committees.
   3. Establishing a calendar for committee work and for total group work.
   4. Serving as the central agency for the collection of reports from work committees.
   5. Synthesizing these reports into a single document at the end of the evaluation.
   6. Making sure that a constant and definite program of articulation is maintained in relation to the work of all small groups.
   7. Keeping the public informed about the faculty study, improvements underway, and other pertinent facts.

C. The steering committee will find it necessary to have regularly scheduled meetings in order to evaluate progress and to make plans for meetings of the total faculty.

D. Most schools that have conducted an evaluation have found that it takes at least a year to do a satisfactory job. Therefore, in making the schedule or calendar for the program of evaluation, the steering committee should keep this fact in mind. Every attempt should be made to get the evaluation underway soon after the school opens in the fall. Some schools have found it possible to have the two preliminary committees, "Philosophy and Objectives," and "School and Community," do their work during the spring of the year preceding the evaluation.

E. After the time schedule or calendar has been agreed upon, the state chairman should be consulted so as to plan for the date of the school visitation.

F. Although it is not required, it is advisable to have a consultant work with the school throughout the evaluation. If a school desires the services of a consultant, the chairman of the State

Committee should be consulted concerning people who might assist in this capacity.

G. The principal may serve as chairman of the self-evaluation; however, many schools have found it advantageous to have some other member of the faculty serve in this capacity. The chairman of the steering committee chairs all meetings of the total faculty.

III. *Suggestions for the Work of Preliminary Committees*

A. It is recommended that most evaluations be started by the appointment of two preliminary committees: "Philosophy and Objectives," and "School and Community." The work of these two committees is *extremely important* because the remainder of the evaluation will be done in terms of the findings and conclusions of these two preliminary committees. The actual evaluation work of the other committees should not be started until the findings and the conclusions of the two preliminary committees have been given and interpreted to the total faculty.

B. The second preliminary committee, "School and Community," is really a research committee and should be made up of people who can do research. This committee collects and analyzes all data concerning the community and the children to be taught.

C. After these preliminary committees complete their work, information in the reports should be given to the total faculty. Each faculty member should receive a mimeographed copy of the reports and they should be discussed and interpreted at a total faculty meeting. The reporting of these committees can be greatly improved by the use of such visual aids as charts and graphs. The information gathered and the conclusions reached by the two preliminary committees will become the basis for the work of all other committees.

IV. *Suggestions in Relation to the Organization and Work of Other Committees*

A. The designation of other committees should be based upon the functions which each is to perform.

B. The organization of committees can best be done by giving the teacher to be involved an opportunity to make first, second, and third choices and then having the steering or planning committee organize the committees. A good way to organize all committees is to have a steering committee appoint the chairmen of the committees. The chairmen then should meet with the steering committee in order to complete the membership of each committee. Having all chairmen present when committees are

organized helps to prevent one committee chairman from selecting all of the more popular or active teachers, and also helps to keep such teachers from being placed on several committees.

C. The size of the committees depends upon the size of the school and the job that the committees have to do. However, it is usually a good rule not to assign any teacher to more than two committees.

D. Since it usually is necessary for a teacher to serve on at least two committees, it is advisable for the calendar committee to divide all committees into two groups and then schedule certain days that the groups of committees will have their meetings. This will prevent a teacher from missing a committee meeting because of the fact that both of his committees are scheduled to meet the same afternoon.

E. The work of each committee usually takes the following order:
   1. Collecting the materials needed for the appraisal period. This will include adequate amounts of the evaluation instruments, a professional library, and materials for recording the results of the evaluation.
   2. Reviewing the literature in the area in which the committee will work and studying the evaluative materials to be used.
   3. Studying the reports of the two preliminary committees.
   4. Beginning the detailed operation of self-appraisal and improvement by:
      a. Identifying areas in the school program which stand out as areas of strength.
      b. Identifying areas which should be improved.
      c. Developing ideas for improving areas that need improvement.
      d. Undertaking projects that will bring about the improvements that are needed.

F. For an evaluation to be successful, the staff must undertake improvement projects at the time the evaluation is in process. Too often schools determine their strong points and needed improvements but then do nothing about the improvements until the evaluation is completed. Teachers become enthusiastic about an evaluation when they see improvements being made as a part of the evaluation.

G. Some schools include parents on each of the committees and some schools have found it valuable to include students on these committees. Whether or not students are included on the

committees, they should be included in the evaluation. This can be done by acquainting the students with the purposes of the evaluation, by involving them in many evaluation activities or projects and by encouraging student groups to undertake school-improvement projects. Teachers and students should be encouraged to engage in classroom study and discussions of what makes a good school; of what is good about their own school; and of how the school can be improved.

H. It is hazardous to assume that an analysis of any area of the school program can be made efficiently by "armchair" methods. Each committee should divide itself into small groups in order to collect data. In collecting these data, use should be made of such techniques as surveys, questionnaires, visits to homes, and conferences with students and lay people.

I. Committees should do basic research to be able to substantiate every conclusion that is reached. For example, a committee should not only establish the fact that the school is outstanding in a certain area or in need of improvement in a certain area, but should go ahead and determine the reasons for these conditions. After the reasons are determined, then it is much easier to develop ways of improving the areas where improvement is needed.

J. At the first meeting of each committee the following might be done:

1. Select a secretary-recorder. The number of meetings, the time spent in meetings, the decisions reached, and the projects undertaken will be a part of the final report. (Note: To obtain this information, accurate minutes should be kept of each meeting of the committee.)
2. Discuss the job the committee has to do and pass out materials to be used in the committee's work.
3. Agree on a schedule for future meetings and determine what will be done at each of these meetings.
4. Decide on the additional information needed in order to do the job. Discuss ways to go about getting this information.
5. Distribute professional information to the members of the committee.
6. Close the meeting by making sure that each individual knows what his responsibility or assignment is between the time of the meeting and the meeting to follow.

K. If the staff is planning to seek accreditation of the high school, it will be necessary to have a visiting committee at the close of

the evaluation. It is advisable to keep on file at least twenty extra copies of all mimeographed questionnaires and reports to the faculty. These will be needed when the visiting committee comes. It also is advisable to keep all stencils so that additional copies of the materials can be provided if needed.

V. *Suggestions in Relation to Committee Reports to the Total Staff*

A. *It should be remembered that the actual evaluation of individual items is merely a means toward arriving at a summary report which includes:* first, the strong points in relation to the area being studied; second, the improvements needed; and, third, improvements already made, those underway, and those to be made. If faculty members, as they do the tedious work of evaluating each item in a set of criteria, will keep in mind that the reason for doing this is to come out with the three things listed above, then they will see the value of making judgments concerning each item in the criteria.

B. After the committee has completed its work and has its report summarized, the report should be given to the faculty as a whole for discussion, revision, and approval.

C. The final report of a committee is understood better and received better by the total faculty if there is some means of communication worked out wherein individual faculty members are kept informed from time to time of the work of each committee.

D. It has been found that the final report of the committee will be more thoroughly understood and better discussed if a mimeographed copy is placed in the hands of each faculty member one week before the committee makes its report.

E. In making the final report to the total faculty, committees should be encouraged to vary their methods of reporting. Visual aids such as charts, graphs, posters, slides, and filmstrips should be used whenever they will help to make the final report more meaningful. Except in rare cases, it is not advisable to have one individual read a long report to the group.

F. The making of a committee report should be timed so that at least half of the period can be used for questions and group discussion. All decisions and final approval of the committee report should be by consensus of the faculty.

G. The chairman of the total evaluation usually serves as chairman of the meeting when the committee makes its final report to the total faculty.

H. When the faculty becomes involved in a discussion in which the chairman cannot get consensus as a total staff, it is suggested

that the matter be referred to the steering or planning committee and that it report its recommendations to the total faculty.

I. The secretary of the steering committee, or a separate person who serves as secretary for the total evaluation, should keep careful minutes of all meetings; the minutes to include a copy of all committee reports and decisions reached during any meetings.

VI. *Suggestions for Preparing Final Report of Total Evaluation and Preparing for a Visiting Committee*

A. The compilation of the final report is usually the responsibility of the steering committee.

B. Since the final report goes to the school board as well as other laymen, the report should be written in the language of laymen.

C. An adequate supply of copies of the final report should be prepared for any future needs.

D. The final report includes the following:

1. A statement of the school philosophy and a statement of the functions of the school.
2. Data covering Section 2.
3. The report of each committee as to the strong points, improvements needed, improvements already made as a result of the evaluation, improvements underway, and improvements to be made in the future.

E. If each committee does its work well and extra copies of each committee's report are kept, assimilation of the final report by the steering committee should not be difficult.

F. The chairman of the State Committee of the Commission on Secondary Schools will need to know at least three months in advance of the time the committee is to visit the school.

G. In selecting a date for a visiting committee, it is advisable to select a time when the visiting committee may see the school in a normal situation. Examination periods, before and after holidays, and special school events should be avoided in scheduling a visiting committee.

H. At least two months before the visitation is to be made, the chairman of the State Committee, in conference with the administration of the school, will appoint a person to coordinate the work of the visiting committee.

I. The coordinator will make one or two visits to the school previous to the time the visiting committee makes its visit. The coordinator will get acquainted with the work of the evaluation and assist the school in getting ready for the work of the visiting committee.

J. After the coordinator and the members of the visiting committee have been selected, a packet of materials should be prepared for each member. (Certain of these materials will need to be sent to the visitors in advance. Others will be furnished them after arrival). Items to be sent should be forwarded at least a week in advance of the visit and the packet would usually contain the following materials:

1. The report of the committee on "School and Community" including the findings, conclusions, and recommendations of this committee.
2. The report of the committee on the philosophy of the school and a statement of the functions of the school.
3. A brief description of how the evaluation was conducted and any pertinent information concerning the faculty.
4. A copy of the student handbook and faculty handbook, if available.
5. A copy of the schedule showing the organization of the school day.
6. A copy of the program of studies or the curriculum offerings of the school.
7. A copy of the committee report in the area of specialization of the visiting committee member. This part of the packet would vary according to the specialization of each visiting committee member.
8. A sketch of the floor-plan of the building or buildings showing the location of the departments and teachers.

K. Arrange for a room to serve as headquarters for the visiting committee and plan to have the following in this room:

1. Necessary supplies such as pencils, paper, typewriters, dictating and duplicating equipment.
2. Adequate copies of all curricula materials produced by the faculty.
3. One complete copy of the evaluation report, and several copies of each committee report.
4. Supplementary materials that seem appropriate. For example, there may be sample copies of report cards used, school newspaper, annual publications, assembly program, bulletins sent to parents, activity schedules, etc.

L. It will assist the work of the visiting committee if such facilities as parking space, secretarial assistance, and hotel and eating accommodations are properly provided.

IV

Suggestions for the Selection, Organization, and Work of the Visiting Committee

I. *Selection and Organization of the Visiting Committee*

A. At least two months in advance of the visit, a Coordinator will be selected jointly by the chairman of the State Committee and the principal of the school to be visited. The person selected will have had previous experience in school evaluations and in service as a member of visiting teams.

B. Upon appointment, the coordinator will meet with the principal and his staff and a consultant, if one has been used, to review what has been done, to select other members of the Visiting Committee, and to discuss plans for the work of the Visiting Committee. Invitations to serve on the Visiting Committee will be extended by the *Chairman of the State Committee.*

C. The membership of the Visiting Committee will include persons having competencies in each area being evaluated.

D. Visiting Committee members should consist of state department personnel; members of collegiate institutions; members of the State Committee; and superintendents, principals, and teachers. Visiting Committee members *shall not be selected* from the system in which the school is located.

E. The Coordinator shall organize the Visiting Committee in such a way that each local study group will have two or more visitors assigned to work with it. Visiting Committee assignments will be reported to the principal of the school at least two weeks prior to the visitation. The principal uses this information as a basis for including specific information related to the Vsiting Committee members' assignments in the packet of general information which is mailed to all visitors. For example, a visitor who is assigned to work with the library and mathematics committees would receive a copy of the reports developed in these two areas in addition to the general information.

F. The number of days required for the visitation should be decided. This will vary from three days to a full week depending on the size of the school to be visited and the size of the Visiting Committee.

G. The invitation to members of the Visiting Committee should make it clear that they are expected to be present for the entire visitation.

II. *Work of Visiting Committee Before Going to School*

A. The Coordinator should prepare a schedule of teacher observations for each visitor. The assignments should assure that each faculty member of the school will be observed by at least three members of the visiting team.

B. The Coordinator should prepare a simple mimeographed guide to be used in the evaluation of teachers. This guide should consider the strengths of the teacher being observed, suggestions for improvement, and a general evaluation of the efficiency of the teacher.

C. Upon receiving the packet of materials containing general and specific information about the school to be visited, each visitor should study the materials carefully and note any questions to be cleared up when the school is visited. The visiting member should take all the material with him when the school is visited.

D. The Coordinator should instruct the local staff as to the general procedures which will be followed by the Visiting Committee, and call attention to the fact that no special attention or recognition should be given to visitors as they observe in classrooms.

III. *Work of Visiting Committee While at the School*

A. It is customary for the visitation to start with an evening meeting although this is not obligatory. Usually dinner is served to the Visiting Committee, the staff of the school being visited, and other guests invited by the principal. The principal usually serves as toastmaster and, after dinner, introduces the faculty and any other guests. He then introduces the Coordinator who presents the members of the Visiting Committee.

B. Following the dinner and the get-acquainted period, the Coordinator gives the local faculty a brief overview of what the Visiting Committee will be doing during the visit. Following this the chairman, or someone on the committees preparing local reports on Section 2-3, gives a brief overview of the findings and conclusions of the Committee. This would be followed by questions. The reports of these two committees can be made clear to the visitors through the use of visual aids such as charts, graphs, maps, and slides.

C. Following this joint meeting, the Coordinator should have a meeting with the visiting team to go into the details of the plans

of the committee's work, to develop a calendar, and to agree upon the form of the final report. At this time each visitor is given his assignment for teacher observations. The Coordinator should ask visiting committee members to *refrain from discussing* the strengths and recommendations with any persons other than the Visiting Committee.

D. The procedure for observation and evaluation of teachers should be determined at this meeting. Usually this evaluation takes the form of rating each staff member without noting the name. These evaluations are summarized and are reported for the staff as a whole. The evaluation sheets prepared in advance by the Coordinator should be distributed at this meeting.

E. The first day of the visit usually consists of teacher observation, individual conferences with teachers, administrators, pupils, and lay people. Visiting team members will want to inspect areas of the school plant such as the library, the administrative offices, the eating facilities, and the guidance office.

F. At some time during the first or second day, the visitors will want to meet privately (students and visitors only) with student groups such as the Student Council and the Key Club, and with small unorganized groups composed of students selected at random. A member of the visiting team should chair these meetings and it is wise to begin with a discussion of the outstanding characteristics of the school. Later students can be asked to volunteer suggestions for the improvement of the school. All such conferences with students should be handled with great discretion.

G. At the close of the first full school day of visitation, arrangements should be made for local committees to meet with the corresponding committee of the visiting team. Care should be exercised to avoid conflicts in scheduling. A schedule showing the time and place of each of these meetings should be given to all local and visiting members.

H. This meeting is usually opened by the chairman of the local committee. Introductions are made and the local committee takes fifteen minutes to give an overview of its work. The meeting is then turned over to the Visiting Committee chairman who leads a discussion of the report and questions from both groups. It is at this meeting that some consensus should be reached regarding the next steps that should be taken in order to bring about further improvement in the area being discussed. For example, if the visiting committee has a suggestion to add to those which have been developed by the local committee, it

should be presented at this time for discussion and consensus, if possible.

I. The Coordinator should call a meeting of the Visiting Committee at the end of each day, if possible, for the purpose of reviewing what has been done that day. These meetings should be used to discuss major recommendations being considered. They also can be used to plan the final report.

J. A summary oral report should be given to the total faculty at the end of the visit. It should be a summary of the recommendations of all visiting committees and presented in such a manner that there is no duplication and that the audience is not wearied by its excessive length.

K. The chairman of each visiting sub-committee should submit a final written report to the Coordinator before the Visiting Committee leaves the school. The final report is usually a list of the strengths in each area and a list of suggested improvements.

IV. *After Visit Is Concluded*

A. The Coordinator should compile a complete report and send a copy to the principal of the school. This should be done within two weeks after the visit.

B. The principal should have the report duplicated and give each faculty member a copy as well as each member of the Visiting Committee.

C. The Coordinator should arrange a visit to the school to interpret the report and to answer questions.

D. In light of recommendations made, the faculty and administration, with the help of the Coordinator should agree on the steps to be taken in school improvement.

V. *Follow-up*

The staff "follow-up" committee should have been active throughout the study and should now begin to develop suggestions for bringing about the improvements suggested in the evaluation.

This can well be the beginning of a continuous program of self-study and improvement. Consultative services and a budget for this work should be provided. Plans finally adopted should be developed cooperatively with the administration and submitted to the board of education.

It is recommended that each State Committee develop policies to insure that there is an appropriate follow-up on all evaluations in member schools.